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ABSTRACT

This study summarizes the results of a student survey that was conducted at Scottsdale Community College Airpark Campus (Arizona) in February 1999, in order to gather students' employment information and to ascertain their preferences for courses, college services, and other market-related data that could be used later in planning for course and program offerings. The report discusses the scope and results of the survey completed by 343 students. Findings indicate that: (1) there doesn't seem to be much difference between day and evening student preferences of courses and related college services; (2) many students are employed by companies that are located in or near the Airpark, have tuition refund policies, and might be amenable to on-site registration for employees; (3) Airpark's attractiveness to students is largely due to its proximity to home and employment; (4) college mailings and newspaper ads appear to be the most effective medium for reaching Airpark students; (5) students prefer course offerings that are flexible, with class times that are limited in frequency and duration; (6) preferences are strongest for morning and evening classes; (7) formation of a weekend college would be welcome; and (8) a marketing plan should be developed that targets employers and high schools within the Airpark service area. Appendixes A-D contain the survey letter and instrument, tables, raw survey results, and a statistical analysis. (AS)

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Scottsdale Community College Airpark Campus

Student Survey of Interest Results

April 15, 1999



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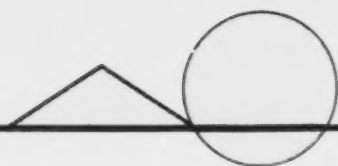
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Prepared by
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2990134



Scottsdale Community College

TO: Irwin Noyes, Dean of Instruction
John Avianantos, Coordinator of Instructional Programs

FROM: Michael Petrowsky, Professor of Economics
Jan Binder, Institutional Effectiveness Coordinator

SUBJECT: Scottsdale Airpark Student Survey of Interest

DATE: April 15, 1999

As you know, last month we conducted a survey of the students at the Airpark Campus in order to gather information that could be useful later in terms of planning for course offerings and enrollment growth. The results of the survey are attached along with a narrative that describes the information we gathered on the 343 students that completed the questionnaire. Where appropriate, findings and recommendation have been made.

The Airpark staff were most helpful in providing their assistance. Their efforts are appreciated.

AIRPARK STUDENT SURVEY

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EXECUTIVE SUMMARY

During the week of February 22nd, a student survey of the Scottsdale Airpark Campus was conducted in order to gather student employment information and to ascertain their preferences for courses, college services, and other market related data that could be later used in planning for course and program offerings. A total of 343 students completed the questionnaire. Major findings include:

- There may not be much difference between day and evening student preferences for courses and related college services. The Airpark student population is far more homogeneous than its counterpart on the main campus.
- A significant number of students are employed by companies that are located in or near the Airpark. Many of these students, moreover, work for companies that have tuition refund policies. On site company registration by SCC staff could thus be feasible.
- The marketing strength of the Airpark, its attractiveness to students, lies in its proximity for students to home and employment. Marketing efforts should reflect this.
- College mailings and newspaper ads appear to be the most effective medium for reaching Airpark students.
- Career counseling, academic advisors, and financial aid assistance have been clearly expressed by students as needed college services.
- Airpark course offerings, as expressed by student preferences, should be flexible and should limit class frequency per week while also limiting class duration. Classes of 5 to 8 weeks showed the strongest preference.
- The core Airpark market shows the strongest preferences for evening classes (5:00 PM to 10:00 PM) and morning classes in the 8:00 AM to 12:00 PM slot.
- While the data is sketchy at best, the formation of a weekend college might start out with Saturday morning classes that are offered in a package that emphasizes courses of brief duration. Later, this could be supplemented with Friday evening only classes, with possible combinations of Friday evening and Saturday morning.
- A marketing plan should be developed that targets employers and high schools within the Airpark service area.

INTRODUCTION

This study summarizes the results of a student survey that was conducted at the SCC Airpark campus during February, 1999. The narrative that follows discusses the scope and results of the survey along with findings and recommendations. It is our hope that the document will provide much needed information that will be used to insure the Airpark's future success.

There are several reasons why this study was conducted. The opening of the Airpark campus in January, 1999 provides a priceless opportunity to find out what these first time students want and need. So this is truly a "one time" phenomenon that can never be duplicated. On another level, the novel opportunity to analyze these students can have related possible uses should other campuses open up.

Second, the student survey supplements other data that have been generated during the planning and initial operation of the Airpark campus. Last summer, for example, a comprehensive employer needs assessment was conducted in the area. This has been followed by an analysis of cancellation and attrition data, SIS data, and the development of a 45th Day Report that focused on the Airpark students.

But the missing piece in all this was an actual survey that asked students what they wanted. So perhaps the third and major reason for conducting this survey was to provide much needed marketing data that would supplement what we now know about Airpark employer and Airpark student demographics. The development of this student marketing data, then, will hopefully provide the foundation for any future Airpark market planning initiatives.

Because of these factors, the survey and the subsequent study had a decidedly market-oriented focus that tried to assess market potential and market segmentations in the hope of discovering target markets and tactics that Airpark staff could exploit. This meant that we focused on what we thought students felt that they needed or wanted from the Airpark facility. For purposes of exposition, our results and findings are grouped by the following major headings:

- Day versus Evening Students We performed some statistical analysis on the data in order to determine if there were any differences between day and evening students.
- Employment Characteristics and Needs In this section we tried to determine the proximity of student employers to the Airpark and whether these employers had tuition refund policies. A related question asked about the desire for cooperative learning.
- Student Marketing Awareness/Obstacles to Enrollment These questions focused on how the students found out about the Airpark campus and what was their primary reason for attending. Related to this was an analysis that looked at what prevented students from enrolling.
- Student Need for College Services The Airpark campus currently operates without the wide assortment of support services that are found on the main campus. Yet, as the Airpark campus grows, these services will somehow have to be provided. What types of services the Airpark students want thus forms the gist of this section.
- Student Desired Course Times, Frequency, and Duration An effort was made to see if the Airpark student market had identifiable segments that were characterized by differences in preferred course times, frequency and duration.
- Student Preferences for a Friday and/or Weekend College The questions in this section attempted to analyze student preferences for a Friday and/or weekend college. The goal was to see if a weekend target market for this service existed at various times.
- Student Preferred Course Interest by Subject Category Whereas previous questions focused on possible market segmentation by time, this section of the survey actually asked students for preferred courses, which were then subsequently grouped into broader cognate discipline categories.

These six sections formed the nucleus of the survey and will be discussed in greater detail in the third part of this study. Before this is done, however, some comments need to be made about the scope, limitations and methodology used in the survey

Scope, Methodology of Survey

Every survey has its problems, and ours is no exception. The physical constraints of time and money are always natural barriers to a better survey. Then, too, there are the very human problems involved in data collection that weaken even the best designed survey instruments. We

can only say that our experience has been of this sort with the usual added mixture of special problems that are unique to every survey experience.

We started out by notifying the 50 plus faculty at the Airpark campus that we intended to survey the (potential) 595 students during the week of February 22nd, and that we would be conducting the survey on a class by class basis. The letter that we used, along with the survey instrument, is attached as Appendix A.

The use of a class by class approach, as opposed to a mail survey, had several distinct advantages. First, it was cheaper, because no postage was needed. Second, we could ask detailed questions because we had a "captive" audience. And, finally, we could explain the questionnaire to students who did not understand a specific question.

Partly because of this, our response rate was moderately high. Out of the total population of 595 students, we ended up with 343 completed questionnaires for a response rate just under 58 percent. The cooperation of Airpark faculty and staff no doubt played a major role in this success.

Given that we had a captive audience, a question might be raised as to why this response rate was not higher. And there are several very good explanations for this. First, many of the Airpark classes are of short-term duration. For the week that our survey covered, there were some classes (of two through five week duration) that had already been completed, while other classes had not yet started. To cover these classes would have meant extending our survey period throughout the semester. It was simply not feasible.

Second, our survey did not include students that were absent for that week. We did not attempt to contact these students for the simple reason that it would have been prohibitive in terms of staff time.

Finally, and perhaps related to the second point noted above, was the drop/withdrawal problem. Some of our absent students may well have dropped or withdrawn. It would have been very difficult to know this at the time the survey was taken. The effect of this (in terms of what their responses would have been) is not known.

Despite these problems, we feel that our response rate is very high and provides a good picture of Airpark student preferences. Still, we would be remiss if we did not point out two other problems which add a cautionary note to our survey results.

First, there is the very real difficulty that we only surveyed Airpark students. Thus, our survey reflects the needs, wants, difficulties, preferences, etc., of the students that we surveyed. It is obvious that **potential** students that did not attend the Airpark were not surveyed. This is a serious problem, for we have no idea if the results of our survey could be applied to these potential (nonattending) students. Real difficulties of attending the Airpark Campus may not be captured since students already attending obviously resolved their issues. Unfortunately, information of this sort would require a very expensive random survey that would cover the population at large.

Second, there is the rigidity of the survey form that we used. While we piloted the questionnaire, and while we provided for open-ended questions, we still do not know if our format precluded or eliminated certain types of responses. Unfortunately, a structured questionnaire was necessary given the number of questions and the equally large student population.

Survey Results, Findings, & Recommendations

Day versus Evening Students

As we indicated earlier, we received 343 responses to the questionnaire. The raw totals for each question and subcategory are shown in Appendix C. The responses to open ended questions, or to questions which contained an "other" response, are in the back of this document.

Appendix C also breaks out the responses by day/evening student status. The 343 total student responses that we received consisted of 196 evening student responses, while the remaining number (147) were from the day side. The 15 individual questions on the survey, as well as the "course interest" section are also broken down by day/evening student status.

Before we analyzed individual questions, we felt that it was important to know if there was a statistically significant difference between the day and evening responses. Because we could not assume that this data was normally distributed, and because it is in a somewhat categorical form, we used a nonparametric test (the Wilcoxon Rank-Sum Test) with an alpha error of .05. The statistical results are shown in Appendix D. From this, we found the following:

- For questions 1 through 14, there appears to be no statistically significant difference between day and evening responses.
- For question 15 (the weekend college), there appears to be a statistically significant difference between day and evening answers. A visual glance at the data reveals that the weekend college is probably more favored by the evening students.
- We also tested the "Courses of Interest" section by the broad subject areas that lumped together cognate fields. For the CIS, Math, Personal Enrichment, Social Science, and Language and Communication courses we found no statistically significant difference between day and evening student responses. For the Humanities and Business courses, however, we did find a difference, these courses appear to be favored by the evening students.
- For the "Certificate Programs of Interest" section we found no statistically significant difference between day and evening students. For individual programs, however, we do not know if there are any statistically significant differences between day and evening student responses.

It should be stressed that these results are based on aggregating courses into cognate fields. For individual courses, we do not know if there are day/evening differences.

Findings: The Airpark student population is probably far more homogeneous by day/evening student status than its counterpart on the main campus in terms of needs, wants, and preferences for college offerings and services. While this may change as the Airpark grows, this current homogeneity has direct implications for course scheduling and enrollment management, for the market may not be segmented along day/evening dimensions.

The next sections analyze the results of the survey on a question by question basis that has been arranged by themes. For purposes of discussion, the raw data that is listed in Appendix C has been converted into tables with percentages. This information is found in Appendix B.

Employment Characteristics & Needs

Tables 1 through 3 asked employment and vocational questions. Table 1, for example, focused on the location of the employer vis-a-vis the Airpark. For the 254 students that responded to this question, almost 38 percent reported that their employers were located in or near the Airpark. Many of the employers, moreover, have a tuition refund policy for their employees. As Table 2 makes clear, approximately 25 percent of students reported that their employers provided this benefit. Finally, Table 3 provides some data on the need for cooperative education. Almost 35 percent of the students expressed an interest in earning college credit for related job experiences in their current positions. (The reader should be cautioned, however, about the conversion of some of these absolute numbers into relative percentages, for in some cases students answered a given question multiple times. Judgment and discretion should thus be used in interpreting these numbers.)

Findings: A significant number of students are employed by companies that are located in or near the Airpark. Many of these students also work for companies that have tuition refund policies. From this, it would appear that on-site company registration could be possible if it recognized these tuition refund policies and the need for cooperative learning. On a somewhat wider level, students were also asked to identify their employers. A listing of these employers is provided in the back of Appendix C. Many of these employers could be contacted as part of a wider student recruitment effort.

Student Marketing Awareness & Obstacles to Enrollment

This section explored the questions of why these students are attending the Airpark and how they found out about it. A related question explored the possible obstacles to enrollment.

Table 4 lists the primary reasons these students gave for attending the Airpark campus. It is instructive to note that almost two thirds indicated the proximity of either home and/or work as the driving force behind their enrollment. Only 28 percent listed course offerings.

A related question asked students how they found out about the Airpark campus. Table 5 shows the various reasons students had given. Almost 50 percent indicated that college mailings and newspaper ads provided the source of their information. Another 13 percent indicated "word of mouth" (family members and other students). While the class schedule provided some students with this information (13 students), the impact of SCC's Web page and the internet appears inconsequential. (See the back of Appendix C for further information.) It should be noted that high schools are not currently serving as an informational resource for the Airpark. Efforts need to be made by the high schools in this area. The same pattern also applies to Airpark employers.

Table 6 explores the somewhat opposite question relating to obstacles to enrollment. Over 42 percent of the students listed inconvenient class hours and the unavailability of courses as reasons that would prevent them from taking classes. Perhaps just as important, child care, transportation, and the cost of tuition appeared to be relatively minor obstacles, for these made up only 15 percent of the stated reasons.

Findings: The strength of the Airpark, its attractiveness to students, lies in its proximity to home and employment. Airpark marketing efforts should emphasize these qualities, with college mailings and newspaper ads targeted to a population that is within a 3 to 6 mile radius of the campus. Course offerings should continue to be analyzed with an emphasis on flexibility. A strong effort needs to be made to encourage employers and high schools to act as an information resource for the Airpark Campus.

Student Need for College Services

The Airpark campus has been operating without the usual assortment of student services that is found on the main campus. This has affected student attrition rates adversely, for a recent study has shown that the airpark has experienced a withdrawal rate approaching 30 percent.

Table 7 and 8 complement this study by examining student preferences for college services. From Table 7, there appears to be a need for some type of career counseling that would provide needed advice, guidance and information. Related to this is the information provided by Table 8. Almost 65 percent of the students would like additional information on course selections, which suggests a strong need for an academic advising presence on the campus. Almost 22 percent would like to see more information provided on financial aid.

Findings: Career counseling, academic advising, and financial aid assistance have been clearly expressed by students as needed college services. Seminars and periodic on site visits by main campus staff may help to meet this need.

Course Time, Frequency and Duration

Tables 9 through 11 summarize the preferences that students have as regards to the scheduling of courses. As Table 9 indicates, students were given a listing of preferred times during the day to take classes. The two most widely preferred blocks of time are from 8:00 AM to 12:00 PM and from 5:00 PM to 10:00 PM, for these make up almost 60 percent of the stated student preferences. Surprisingly there appears to be little preference for courses before 8:00 AM.

Students were also asked about their preferences in terms of the duration (length) of the course in weeks, as shown by Table 10. Over 51 percent of the students indicated a desire for courses that were either five or eight weeks in duration. Table 10 also reveals that student preferences decline as course length increases. As an example, less than 14 percent expressed a

desire for 12 week courses. (It should be noted that the 16 week course was not an option on the survey.)

Finally, students were asked their preferences as to class frequency, or the number of times a class meets per week. As Table 11 reveals, almost 90 percent of the students want classes that meet one or two times a week. Only 11 percent expressed a preference for classes that meet three times a week.

Findings: Airpark course offerings, as expressed by student preferences, should be flexible and should limit class frequency per week while also limiting class duration. This means increasing the class time per session. As for preferred times, the core market still expresses a desire for evening classes and morning classes in the 8:00 AM-12:00 PM time block.

Student Preferences for a Friday & Weekend College

Student preferences for a Friday and weekend college exhibit some of the same patterns that we have seen in the questions that asked about course time, frequency and duration. Tables 12 and 13 show that the morning time is widely preferred on both Friday and Saturday. Surprisingly, evening students have expressed a strong desire for Friday night classes. On the other hand, there appears to be little preference for Sunday classes.

Findings: While the data is sketchy at best, the formation of a weekend college might start out with Saturday morning classes that emphasized courses of brief duration. Sunday classes should probably not be offered at this time.

Student Course Interest

Students were asked their preferences for various courses. The numbered responses (not in percentages) are shown in Appendix C. The seventeen courses with the highest number of

preferences are listed below. The number in parentheses shows the actual number of students that responded.

<u>Course</u>		
1.	Internet	(121)
2.	Word	(101)
3.	Spanish Conv.	(100)
4.	Excel	(93)
5.	Psychology	(83)
6.	Creating Web Pages	(81)
7.	Creative Writing	(75)
8.	Windows	(75)
9.	Graphic Art	(71)
10.	Marketing	(66)
11.	Quicken	(66)
12.	Yoga	(66)
13.	Powerpoint	(64)
14.	Business Communication	(62)
15.	Public Speaking	(62)
16.	Sociology	(62)
17.	Literature & Films	(60)

Computer classes, Spanish classes, and Social Science are strongly preferred. A real surprise was the preference for yoga classes. The bottom of Appendix C also shows student preferences for certificate programs. The two strongest preferences were for CIS and Small Business Management certificates.

Findings: The Airpark should continue to emphasize its computer and foreign language course offerings. But there may also be a need for personal fitness courses like Yoga.

Conclusion

A marketing plan needs to be developed that targets business and high schools within the service area of the Airpark Campus. The survey data indicates that these two institutions are not communicating to our students (and probably potential students) the existence of the Airpark campus.

The preferred time for courses remains 8:00 AM to 12:00 PM and 5:00 PM to 10:00 PM. Students would also prefer courses of 5 to 8 weeks in duration, with class frequency (meeting times) of 1 or 2 times per week. There is also an expressed student preference for career counseling, academic advising, and financial aid assistance.

Inconvenient class hours and the unavailability of courses are two major obstacles to class enrollment, so course availability and flexibility need to be reemphasized. There may be real potential for Saturday morning classes.

APPENDIX A

Survey Letter & Instrument



Scottsdale Community College
AIRPARK CAMPUS

February 12, 1999

Dear Faculty:

You can help us make the Airpark campus a better place!

During the week of February 22nd we will be conducting a class by class survey of our students and faculty. The information that we gather will help to improve our course offerings as well as related student and faculty services. To insure that survey coverage is as wide and as accurate as possible, we are asking for your assistance by making your class available so that we can distribute the questionnaire to your students.

The survey should take less than 10 minutes of your time. For the day classes, the student questionnaire will be administered by Jan Binder, SCC's Institutional Research Specialist, and Don Werner, a retired faculty member. I will administer the survey to our night classes.

Individual responses to the questionnaire will be kept strictly confidential, although the completed survey results will be made available to both faculty and students for subsequent discussion and review. I am hopeful that such a process will make the Airpark campus a more accessible and productive environment for faculty and students.

Thanks again for your assistance!

Sincerely,

Michael C. Petrowsky
Evening Coordinator

A-1 13

15011 North 75th Street Scottsdale, AZ 85260
(602)425-6600 FAX:425-6610
A MARICOPA COMMUNITY COLLEGE

Scottsdale Airpark Campus

Student Survey of Interest

1. What is your primary reason for attending the Scottsdale Airpark Campus? (Select only one response.)

- ☐ Close to home
- ☐ Close to work
- ☐ Course Offerings
- ☐ Other _____

2. How did you find out about the Scottsdale Airpark Campus? (select as many as apply)

- ☐ College mailings
- ☐ Newspaper ads
- ☐ Familiar with/live in the area
- ☐ Employer
- ☐ Family member
- ☐ Another student
- ☐ High School
- ☐ Other _____

3. Does your employer have a tuition refund policy for employees?

- ☐ Yes
- ☐ No

4. If you are presently employed, what is the name of your employer? (optional)

5. Is your employer located in or near the Airpark?

- ☐ Yes
- ☐ No

6. Are you interested in earning college credit for related job experience in your current position (Cooperative Education)?

- ☐ Yes
- ☐ No

7. Are you interested in any of the following career counseling services?

(select as many as apply)

- ☐ Choosing a Career
- ☐ Career Research
- ☐ Job Referrals
- ☐ Workshops/Seminars
- ☐ On-campus Employment
- ☐ Resume Writing
- ☐ Interviewing Skills
- ☐ Job Search Skills
- ☐ Other

8. Indicate which, if any, of the following areas that you would like additional college information?

(select as many as apply)

- ☐ Course Selections
- ☐ Veterans Services
- ☐ Disability Services
- ☐ Financial Aid
- ☐ Other _____

9. Please identify which of the following reasons make it hard for you to take classes? (select as many as apply)

- ☐ Family Responsibilities
- ☐ Transportation
- ☐ Child Care
- ☐ Distance to Campus
- ☐ Inconvenient class hours
- ☐ Courses not available
- ☐ Programs not available
- ☐ Cost of tuition
- ☐ Other

10. What suggestions do you have for improving/solving the problems you identified in question 14?

11. What is the most convenient time for you to attend classes?

(select as many as apply)

Starting Time of Class:

- | | |
|---|-----------|
| ☐ 6:00 am | |
| ☐ 6:30 am | |
| ☐ 7:00 am | Early |
| ☐ 7:30 am | Morning |
| ☐ 8:00 am | |
| | |
| ☐ 8:00 am - 10:00 am | Mid |
| ☐ 10:00 am - 12:00 pm | Morning |
| | |
| ☐ 12:00 pm - 1:00 pm | |
| ☐ 1:00 pm - 2:00 pm | Lunch |
| | |
| ☐ 2:00 pm - 3:00 pm | Mid |
| ☐ 3:00 pm - 4:00 pm | Afternoon |
| | |
| ☐ 4:00 pm - 5:00 pm | Early |
| ☐ 5:00 pm - 6:00 pm | Evening |
| | |
| ☐ 6:00 pm - 8:00 pm | |
| ☐ 8:00 pm - 10:00 pm | Evening |

12. If you are interested in classes that are scheduled for less than 16 weeks in duration, indicate below (select as many as apply)

- ☐ 2 week classes
- ☐ 5 week classes
- ☐ 8 week classes
- ☐ 10 week classes
- ☐ 12 week classes

13. What is your preference to the number of times a class meets per week? (Select only one response.)

- ☐ Once per week (2 hrs and 50 min.)
- ☐ Twice per week (75 min. each class)
- ☐ 3 times per week (50 min. each class)

14. If you are interested in a "Friday College" where classes are held on Friday only, which time periods are most convenient? (select as many as apply)

- ☐ 8:00 am - 11:00 am
- ☐ 9:00 am - 12:00 pm
- ☐ 10:00 am - 1:00 pm
- ☐ 11:00 am - 2:00 pm
- ☐ 12:00 pm - 3:00 pm
- ☐ 1:00 pm - 4:00 pm
- ☐ 2:00 pm - 5:00 pm
- ☐ 3:00 pm - 6:00 pm
- ☐ 4:00 pm - 7:00 pm
- ☐ 5:00 pm - 8:00 pm

15. If you are interested in a "Weekend College" where the classes are held on Saturday and Sunday only, which meeting days are most convenient? (select as many as apply)

- ☐ Friday evening only
- ☐ Friday evening and Saturday morning
- ☐ Saturday morning only
- ☐ Saturday afternoon only
- ☐ Saturday all day
- ☐ Saturday morning and Sunday morning
- ☐ Sunday morning only
- ☐ Sunday afternoon only
- ☐ Sunday all day

Please give us comments or suggestions that will help us to improve the Scottsdale Airpark Campus.

Please select the courses that are of interest to you. (select as many as apply)

Computer Information Systems

- ☐ Excel
- ☐ Word
- ☐ Creating web pages
- ☐ Powerpoint Presentations
- ☐ Access Database
- ☐ Internet
- ☐ Windows Operating System
- ☐ Graphic Art
- ☐ Quicken
- ☐ Networking - Novell
- ☐ Quickbooks

Language and Communication

- ☐ Interpersonal Communication
- ☐ Public Speaking
- ☐ Technical Writing
- ☐ Creative Writing
- ☐ Business Communication
- ☐ English Communication
- ☐ Spanish Conversation
- ☐ French Conversation
- ☐ French (transfer to Univ.)
- ☐ German Conversation
- ☐ German (transfer to Univ.)
- ☐ Japanese
- ☐ Russian

Business

- ☐ Business Plan
- ☐ Human Relations in Business
- ☐ Techniques of Supervision
- ☐ Public Relations
- ☐ Marketing
- ☐ Accounting
- ☐ Small Business Mgt
- ☐ Legal, Ethical/Reg Issues
- ☐ Network Marketing
- ☐ On line Investing
- ☐ 44 Selling Secrets
- ☐ Success Skills

Personal Enrichment

- ☐ Adult CPR
- ☐ Aerobics
- ☐ Dance
- ☐ Yoga
- ☐ Stress Management
- ☐ Assertiveness Training

Math Courses

- ☐ Introductory Algebra
- ☐ Intermediate Algebra
- ☐ College Algebra
- ☐ Calculus

Humanities

- ☐ Art History
- ☐ Contemporary Cinema
- ☐ Music Appreciation
- ☐ Literature & Films
- ☐ Philosophy
- ☐ World Religions

Social Behavioral Sciences

- ☐ Archaeology
- ☐ Anthropology
- ☐ Economics
- ☐ Psychology
- ☐ Sociology
- ☐ Geography
- ☐ History
- ☐ Political Science

Other Courses:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

What kinds of certificate programs would be of interest to you?

- | | |
|--|--|
| ☐ Human Communication | ☐ Accounting |
| ☐ Computer Information Systems | ☐ International Business |
| ☐ Network Administration | ☐ Small Business Mgt |

Other Programs:

- ☐ _____
- ☐ _____
- ☐ _____

APPENDIX B

Tables

TABLE 1
Is your employer located in or near the Airpark?

RESPONSE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
YES	37	40.21	59	36.41	96	37.79
NO	55	59.78	103	63.58	158	62.20
TOTAL	92		162		254	100.0

TABLE 2
Does your employer have a tuition refund policy for employees?

RESPONSE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
YES	21	18.42	51	29.47	72	25.08
NO	93	81.57	122	70.52	215	74.91
TOTAL	114		173		287	100.0

TABLE 3
Are you interested in earning college credit for related job experience in your current position?

RESPONSE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
YES	37	30.57	63	37.05	100	34.36
NO	84	69.42	107	62.94	191	65.63
TOTAL	121		170		291	100.0

TABLE 4
What is your primary reason for attending the Scottsdale Airpark Campus?

REASON	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Close to home	98	59.39	107	45.33	205	51.12
Close to work	18	10.90	37	15.67	55	13.71
Course offerings	41	24.84	71	30.08	112	27.93
Other	8	4.84	21	8.89	29	7.23
TOTAL	165		236		401	100.0

TABLE 5
How did you find out about the Scottsdale Airpark Campus?

SOURCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
College mailings	60	35.71	75	34.09	135	34.79
Newspaper ads	26	15.47	31	14.09	57	14.69
Live in area	20	11.90	26	11.81	46	11.85
Employer	4	2.38	3	1.36	7	1.80
Family member	10	5.95	19	8.63	29	7.47
Another student	11	6.54	13	5.90	24	6.18
High school	0	0	1	.45	1	.20
Other	37	22.02	52	23.63	89	22.93
TOTAL	168		220		388	100.0

TABLE 6**Please identify which of the following reasons make it hard for you to take classes?**

REASON	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Family responsibilities	27	14.67	44	15.77	71	15.33
Transportation	3	1.63	9	3.22	12	2.59
Child care	5	2.71	17	6.09	22	4.75
Distance to campus	14	7.60	25	8.96	39	8.42
Inconvenient class hours	38	20.65	67	24.01	105	22.67
Courses not available	43	23.36	50	17.92	93	20.08
Programs not available	15	8.15	18	6.45	33	7.12
Cost of tuition	16	8.64	21	7.52	37	7.99
Other	23	12.5	28	10.03	51	11.01
TOTAL	184		279		463	100.0

TABLE 7**Are you interested in any of the following career counseling services?**

INTEREST	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Choosing a career	23	12.77	38	15.96	61	14.59
Career research	29	16.11	45	18.90	74	17.70
Job referrals	27	15.03	21	13.44	59	14.11
Workshops/seminars	29	16.11	33	13.86	62	14.83
On campus employment	10	5.55	13	5.46	23	5.50
Resume writing	16	8.88	23	9.66	39	9.33
Interviewing skills	16	8.88	19	7.98	35	8.37
Job search skills	12	6.66	17	7.14	29	6.93
Other	18	10.0	18	7.56	36	8.61
TOTAL	180		238		418	100.0

TABLE 8
Indicate which, if any, of the following areas that you would like additional college information.

PREFERENCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Course selections	72	69.23	80	61.53	152	64.95
Veterans services	6	5.88	7	5.38	13	5.55
Disability services	1	0.96	3	2.30	4	1.70
Financial aid	17	16.34	34	26.15	51	21.79
Other	8	7.69	6	4.61	14	5.98
TOTAL	104		130		234	100.0

TABLE 9
What is the most convenient time for you to attend class?

PREFERENCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
6:00 AM	7	1.46	16	2.83	23	2.20
6:30 AM	6	1.25	16	2.83	22	2.11
7:00 AM	13	2.72	16	2.83	29	2.78
7:30 AM	22	4.61	12	2.12	34	3.26
8:00 AM	28	5.87	13	2.30	41	3.93
8:00-10:00 AM	71	14.88	20	3.54	91	8.74
10:00 AM-12:00 PM	71	14.88	24	4.25	95	9.12
12:00-1:00 PM	46	9.64	23	4.07	69	6.62
1:00-2:00 PM	40	8.38	19	3.36	59	5.66
2:00-3:00 PM	33	6.91	19	3.36	52	4.99
3:00-4:00 PM	31	6.49	25	4.43	56	5.37
4:00-5:00 PM	22	4.61	60	10.63	82	7.87
5:00-6:00 PM	19	3.98	95	16.84	114	10.95
6:00-8:00 PM	37	7.75	126	22.34	163	15.65
8:00-10:00 PM	31	6.49	80	14.18	111	10.66
TOTAL	477		564		1041	100.0

TABLE 10

If you are interested in classes that are scheduled for less than 16 weeks in duration, indicate below

CLASS DURATION	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Two weeks	48	19.75	59	16.38	107	17.74
Five weeks	66	27.16	90	25.0	156	25.87
Eight weeks	65	26.74	92	25.55	157	26.03
Ten weeks	39	16.04	60	16.66	99	16.41
12 Weeks	25	10.28	59	16.38	84	13.93
TOTAL	243		360		603	100.0

TABLE 11

What is your preference to the number of times a class meets per week?

PREFERENCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Once a week	27	17.53	119	54.58	146	39.24
Twice a week	107	69.48	78	35.77	185	49.73
Three times a week	20	12.98	21	9.63	41	11.02
TOTAL	154		218		372	100.0

TABLE 12

If you are interested in a "Friday College" where classes are held on Friday only, which time periods are most convenient?

PREFERENCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
8:00 AM - 11:00 AM	46	16.84	26	9.62	72	13.25
9:00 AM - 12:00 AM	45	16.48	22	8.14	67	12.33
10:00 AM - 1:00 PM	44	16.11	22	8.14	66	12.15
11:00 AM - 2:00 PM	30	10.98	20	7.40	50	9.20
12:00 AM - 3:00 PM	19	6.95	14	5.18	33	6.07
1:00 PM - 4:00 PM	24	8.79	14	5.18	38	6.98
2:00 PM - 5:00 PM	14	5.12	17	6.29	31	5.70
3:00 PM - 6:00 PM	15	5.49	31	11.48	46	8.47
4:00 PM - 7:00 PM	16	5.86	38	14.07	54	9.94
5:00 PM - 8:00 PM	20	7.32	66	24.44	86	15.83
TOTAL	273		270		543	100.0

TABLE 13

If you are interested in a "Weekend College" where classes are held on Saturday and Sunday only, which meeting days are most important?

PREFERENCE	DAY		EVENING		TOTAL	
	NO.	%	NO.	%	NO.	%
Friday evening only	14	9.09	29	10.70	43	10.11
Friday evening & Saturday morning	15	9.74	31	11.43	46	10.82
Saturday morning only	40	25.97	50	18.45	90	21.17
Saturday afternoon only	19	12.33	33	12.17	52	12.23
Saturday all day	23	14.93	37	13.65	60	14.11
Saturday morning & Sunday morning	13	8.44	21	7.74	34	8.00
Sunday morning only	11	7.14	21	7.74	32	7.52
Sunday afternoon only	9	5.84	22	8.11	31	7.29
Sunday all day	10	6.49	27	9.96	37	8.70
TOTAL	154		271		425	100.0

APPENDIX C

Raw Survey Results

Scottsdale Airpark Campus Student Survey of Interest

	Day	Evening	Total
Total number of responses:	147	196	343

1 What is your primary reason for attending the Scottsdale Airpark Campus?

Close to home	98	107	205
Close to work	18	37	55
Course offerings	41	71	112
Other (see appendix)	8	21	29

2 How did you find out about the Scottsdale Airpark Campus?

College mailings	60	75	135
Newspaper ads	26	31	57
Familiar with/live in the area	20	26	46
Employer	4	3	7
Family member	10	19	29
Another student	11	13	24
High School	0	1	1
Other (see appendix)	37	52	89

3 Does your employer have a tuition refund policy for employees?

Yes	21	51	72
No	93	122	215

4 If you are presently employed, what is the name of your employer? see appendix

5 Is your employer located in or near the Airpark?

Yes	37	59	96
No	55	103	158

6 Are you interested in earning college credit for related job experience in your current position?

Yes	37	63	100
No	84	107	191

7 Are you interested in any of the following career counseling services?

Choosing a Career	23	38	61
Career Research	29	45	74
Job Referrals	27	32	59
Workshops/Seminars	29	33	62
On-Campus Employment	10	13	23
Resume Writing	16	23	39
Interviewing Skills	16	19	35
Job Search Skills	12	17	29
Other (see appendix)	18	18	36

Scottsdale Airpark Campus Student Survey of Interest

Day Evening Total

- 8 Indicate which, if any, of the following areas that you would like additional college information?

Course selections	72	80	152
Veterans Services	6	7	13
Disability Services	1	3	4
Financial Aid	17	34	51
Other (see appendix)	8	6	14

- 9 Please identify which of the following reasons make it hard for you to take classes?

Family responsibilities	27	44	71
Transportation	3	9	12
Child Care	5	17	22
Distance to Campus	14	25	39
Inconvenient class hours	38	67	105
Courses not available	43	50	93
Programs not available	15	18	33
Cost of tuition	16	21	37
Other (see appendix)	23	28	51

- 10 What suggestions do you have for improving/solving the problems you identified in question 9?

- 11 What is the most convenient time for you to attend class?

6:00 AM	7	16	23
6:30 AM	6	16	22
7:00 AM	13	16	29
7:30 AM	22	12	34
8:00 AM	28	13	41
8:00-10:00 AM	71	20	91
10:00 AM-12:00 PM	71	24	95
12:00-1:00 PM	46	23	69
1:00 - 2:00 PM	40	19	59
2:00 - 3:00 PM	33	19	52
3:00 - 4:00 PM	31	25	56
4:00 - 5:00 PM	22	60	82
5:00 - 6:00 PM	19	95	114
6:00 - 8:00 PM	37	126	163
8:00 - 10:00 PM	31	80	111

Scottsdale Airpark Campus Student Survey of Interest

Day Evening Total

- 12 If you are interested in classes that are scheduled for less than 16 weeks in duration, indicate below**

2 weeks	48	59	107
5 weeks	66	90	156
8 weeks	65	92	157
10 weeks	39	60	99
12 weeks	25	59	84

- 13 What is your preference to the number of times a class meets per week?**

1	27	119	146
2	107	78	185
3	20	21	41

- 14 If you are interested in a "Friday College" where classes are held on Friday only, which time periods are most convenient?**

8:00 AM - 11:00 AM	46	26	72
9:00 AM - 12:00 AM	45	22	67
10:00 AM - 1:00 PM	44	22	66
11:00 AM - 2:00 PM	30	20	50
12:00 PM - 3:00 PM	19	14	33
1:00 PM - 4:00 PM	24	14	38
2:00 PM - 5:00 PM	14	17	31
3:00 PM - 6:00 PM	15	31	46
4:00 PM - 7:00 PM	16	38	54
5:00 PM - 8:00 PM	20	66	86

- 15 If you are interested in a "Weekend College" where the classes are held on Saturday and Sunday only, which meeting days are most convenient?**

Friday evening only	14	29	43
Friday evening and Saturday morning	15	31	46
Saturday morning only	40	50	90
Saturday afternoon only	19	33	52
Saturday all day	23	37	60
Saturday morning and Sunday morning	13	21	34
Sunday morning only	11	21	32
Sunday afternoon only	9	22	31
Sunday all day	10	27	37

Scottsdale Airpark Campus Student Survey of Interest

	Day	Evening	Total
Courses of interest			
Computer Information systems			
Excel	42	51	93
Word	54	47	101
Creating web pages	37	44	81
Powerpoint Presentations	22	42	64
Access database	23	30	53
Internet	62	59	121
Windows Operating System	36	39	75
Graphic Art	31	40	71
Quicken	35	31	66
Networking - Novell	15	19	34
Quickbooks	16	23	39
Language and Communication			
Interpersonal Communication	23	17	40
Public Speaking	28	34	62
Technical Writing	6	11	17
Creative Writing	30	45	75
Business Communication	27	35	62
English Communication	13	18	31
Spanish Conversation	42	58	100
French Conversation	10	14	24
French (transfer)	4	11	15
German Conversation	13	10	23
German (transfer)	4	4	8
Japanese	6	13	19
Russian	4	7	11
Business			
Business Plan	18	29	47
Human Relations in Business	22	27	49
Techniques of Supervision	4	18	22
Public Relations	17	28	45
Marketing	27	39	66
Accounting	12	20	32
Small Business Management	24	35	59
Legal, Ethical/Reg. Issues	13	9	22
Network Marketing	16	15	31
On line Investing	22	27	49
44 Selling Secrets	12	18	30
Success Skills	14	38	52

Scottsdale Airpark Campus Student Survey of Interest

	Day	Evening	Total
Personal Enrichment			
Adult CPR	21	23	44
Aerobics	13	24	37
Dance	14	22	36
Yoga	29	37	66
Stress Management	20	36	56
Assertiveness Training	15	17	32
Math Courses			
Introductory Algebra	18	19	37
Intermediate Algebra	18	24	42
College Algebra	28	21	49
Calculus	20	17	37
Humanities			
Art History	25	27	52
Contemporary Cinema	20	31	51
Music Appreciation	17	22	39
Literature & Films	26	34	60
Philosophy	23	28	51
World Religion	20	26	46
Social Behavioral Sciences			
Archaeology	18	24	42
Anthropology	13	20	33
Economics	22	13	35
Psychology	41	42	83
Sociology	30	32	62
Geolgraphy	19	21	40
History	31	28	59
Political Science	21	20	41
Other Courses (see page 6)	23	38	61
Programs of interest			
Human Communication	20	23	43
Computer Information Systems	27	28	55
Network Administration	7	10	17
Accounting	9	15	24
International Business	18	22	40
Small Business Management	25	43	68
Other Programs (see page 6)	11	12	23

**Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)**

Day

1. What is your primary reason for attending the Scottsdale Airpark Campus?

Class time schedule
Day schedule on weekend
Was close
Instructive
High school credit / personal learning
Japanese
Only class I could take

2. How did you find out about the Scottsdale Airpark Campus:

College catalog	3	Flyer on door at home	1
Class schedule	13	Neighbor	1
Main campus staff	5	Internet	4
Counselor	3	Friend	1
SCC Web Page	1	Maricopa CC listing	1
Admissions	3	College Info Board	1
Family	1		
Bulletin at work place	1		

4. If you are presently employed, what is the name of your employer?

Scottsdale Princess.....	3	Scottsdale Prevention Institute	Evergreen Performance
Retired.....	6	Fals Group	City of Scottsdale - Horizon Park
Self	7	Hacienda Lighting	Mt. View Presbyterian Church
Mayo Clinic / Hospital.....	3	Homemaker	Legend Realty Inc
Fry's / Smith's	3	PSI Window Coverings	Greentree Financial
1 st USA Realty Professionals		Margot Thompson & Assoc.	Honeywell
Not employed		Mr. Whittaker	Turf Paradise T.V.
REMAX		Discount Tire Direct	All Balls and Beachware
SafeRide Services		4 J's Trailfitters	Phoenix Coyotes
Creations in Cuisine		Thunderbird Academy	Cellular One Ice Den
Initial Staffing Services		Sunrise Preschools	Uncle Louie Pizza
Thomas Cook		Paul Koehler Engineers	Nine West
Bank of America		Scottsdale Unified School District	Entranco
Pro		ITT Shareton	US Postal Service
Out of state		City of Mesa	The Clock Doctor, Inc.
Patriots of America		Les Glenn & Assoc Insurance	Gilbarco Inc.
Scottsdale Golf Group		Bank of America	

7. Are you interested in any of the following career counseling services?

No work permit.

8. Indicate which, if any, of the following areas that you would like additional college information?

Computer Classes..... 2
Scholarships
Mentors

**Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)**

9. Please identify which of the following reasons make it hard for you to take classes?

Courses not available at Airpark at convenient times.
I spend a lot of time working but I like my work.
High school schedule
Distance to Campus – from 43rd Ave & Union Hills

10. What suggestions do you have for improving/solving the problems you identified in Question 9?

More Morning classes	3
More late afternoon classes	2
More evening courses.....	4
More Saturday classes.	2
More one-day per week classes	2
More class offerings	13
Offer more course times	4
More varied class times and days.	8
Offer shorter weeks of classes	1
Consecutive computer classes	2
Expand the computer and language courses.	2
Lower Tuition	6
Less restrictions on financial assistance	1
More Interior Design courses	2
Run courses with lower student attendance.....	6
Offer International Business with lower attendance.....	1
Offer daytime Spanish Classes.....	1
Offer Japanese at other Maricopa colleges.....	1
Offer more evenings/weekends German courses	1
Better personal time management	6
Child care for evening classes	1
More locations like this.....	1
No problems.....	1

General: Please give us comments or suggestions that will help us to improve the Scottsdale Airpark campus.

More publicity about the campus.	3
Snack bar /coffee machine	7
Tutoring center	1
Offer more classes.....	6
More evening classes.....	1
Counseling and registration services also a bookstore.	4
Glad to have this location /great idea / I love it.....	6
Excellent facility.	

I am interested in any morning computer class.

Better air conditioning in computer room #3.

You need to have teachers aides - there is too much time wasted.

Have Ruth Turner do more one day 3-5 PM classes such as Excel, Internet, Windows II, etc.

Offer more evening math courses like College Algebra and more English 102 courses in the evening (5PM – 9PM)

Believe popular classes like Interior Design demonstrate that other Interior Design classes should be offered at this campus.

Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)

To be honest, I was impressed with the location, building and class offerings. At this time, I can't think of any improvements.

Classes in some areas will always be small, for example International Business. Please do not cancel small enrollment classes, as you will never have a huge enrollment. Maybe combine with another International Business Class to make it feasible. Thanks.

Keep up the great classes and Lotus Smart Suite Computer Software and other software

Computer classes should be for a longer time frame 6 - 8 weeks.

Where it comes to foreign language classes you should steer clear of once a week because it allows for easy loss of memory about rules and grammatics of the language. I think this also applies to math and advanced sciences.

Try to teach instructor Csyionie!

More early morning classes at earlier times. More late evening classes. I would like to continue to take

Japanese here in the morning so it at all possible offer the higher level courses here before 10:00 am.

Better study lab, maybe some help there with tutoring in different areas.

Times and days that are convenient vary with day - Weekday vs Weekend, Sat vs Sun, Summer vs Winter.

**Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)**

Evening

1. What is your primary reason for attending the Scottsdale Airpark Campus?

Course no longer available at main campus	1
Professional people	1
Small class.....	1
Need the credit for a degree.	1
Time and schedule.....	4
It is right between work and home.	1
Had to take this course because it was the last open.	1
The only place this course was offered (JPN 115).....	1

2. How did you find out about the Scottsdale Airpark Campus:

Friend Suggested	3	Fastrack	1
SCC catalogue / schedule	15	Library	1
Internet / SCC Web page	9	Flyer	1
SCC Main Campus	16	Previous class	1
Airpark News.....	1	Paige Peeples a prior Spanish teacher.	1
Scottsdale Healthcare.....	1	Instructor from last semester.	1
Friend in Aviation.....	2	I got lost and found my own way. Administers at SCC	
Counselor.....	1	didn't even know.	

4. If you are presently employed, what is the name of your employer?

Coldwell Banker Realty	2	Built-In Pest Control	US West
Corporate Jets Inc.....	3	East Valley Institute of	Pleasantries
Unemployed	9	Technology	George Fischer
Self-employed	4	Aries Technology, Inc.	State Farm Insurance
Arizona Sun Products.....	2	Bechtel Corp.	Royal Precision
PCS Health Systems.....	3	Shea Homes	Petsmart
Retired	4	City of Scottsdale	Cellular one
Scottsdale Healthcare	2	Southwest Sweets	DerAmerica Corp.
Mayo Clinic / Hospital	3	Scottsdale Princess	Wells Fargo and Company
Brand Imports.....	2	Motorola	Woolsey Studio, Inc.
Platinum Technology, Inc.	2	Alaska Airlines	Modern Woman
Neiman Marcus	2	Case Realty Better Homes	Maricopa CC - (Work Study)
Norwest Mortgage		Lincoln Center Travel	Uncle Louie Pizza
Kaishu		Scottsdale Community College	Healthwatchers
Owens Corning		Styling Technology Corp.	Sentry Insurance
Carlsbad Tavern		Saloman, Smith, Barney	El Chorro Lodge
Honeywell		Parc Place	CNF, Inc.
Mobility Electronics		Maricopa Community College	Microchip Tech (Tempe)
Fleming Securities		District Office	Gainey Suites Hotel
Allied Signal		Tiger Electric	Phoenix Union
Miss Karen's Inc.		Charles Schwab & Co. Inc.	Race for the Cure
Courtyard by Marriott		Scottsdale Healthcare	Sumitomo Sitix of Phoenix
Bank One		Mervyn's	City of Phoenix Police Dept
Everen Securities		Jalapenos	Pitre Automotive
BJB Medical Associates, Inc.		DP Electric	Desert Mountain Properties
MedAire Inc.		Prudential Insurance	Saunders & Assoc Inc.
D-Moe contracting		Lee Yosowitz, M.D.	Barrett Howes Cont.
Big O Tires		Raintree Auto Body	Tonalea School
Mercado Cleaners		YMCA	The Vanguard Group.
Westcor Aviation		Sunburst Resort	

**Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)**

7. Are you interested in any of the following career counseling services?
8. Indicate which, if any, of the following areas that you would like additional college information?

Clep/Dantes Testing availability
Non-credit courses

9. Please identify which of the following reasons make it hard for you to take classes?

Work schedule/travel 4
Other education
Daycare
It is not hard
Busy – like everyone
Difficult people with the college and hard to work with.

10. What suggestions do you have for improving/solving the problems you identified in question 9.

None.....6
Add 8am – 3 PM options 1
More classes from 4-7.....1
More classes after 5:00 PM.....1
More courses offered – Crafts, languages, etc 6
Night classes or late afternoon classes starting after 6 PM 3
More of a selection for evening classes. 18
Campus daycare services.....4
Weekend classes 4
Better personal time management.....8
Give Conversational Spanish 116 over summer 1
Have more evening computer classes at the Airpark 1
Add on Instrument rating /ground school course.....2
More classes in Airpark Campus for legal area classes 1
Adding more course selection such as chemistry and calculus.....1
More Japanese class offerings in late afternoon. 1
Offer same classes at each site. 1
Majors to sections offering of classes needs to be better 1
Offer more 5-week classes (or shorter classes like 8 or 12 weeks).....1
Change day/evening classes to other times (rotate times).....1
Lower Tuition 5
Senior citizen discounts 1
Offer/fund more programs and financial aid.....1
Vets should not be considered non-residents. 1
Decent pay for faculty.....1
Improve book buy back/used book resell procedures 1
More questionnaires.....1
More educated facilitators or licenses teachers.....1
I need to have everything Fasttrack. It is ridiculous that this class isn't available in a 5-week format.

General: Please give us comments or suggestions that will help us to improve the Scottsdale Airpark campus.

Instrument and commercial ground school.....4
A student lounge room and food services.....2

Scottsdale Airpark Campus
Student Survey of Interest
Appendix (Other Responses)

Offer summer classes.....2
 Offer more courses.....4
 Pay faculty a moral wage.....1
 More parking options and better security.....4
 Book and supply store.....2
 Satisfied with conditions as they are.....6
 Need to install a pay phone!.....1
 More Japanese classes at nighttime and in general.....2
 It would be very nice if the Airpark Campus offered more math classes.
 Would like to see some "general studies" classes offered, as far as I could tell there were none offered.
 I am a Business Fast Track student. It is a waste of my time to keep me in a room for 16 weeks with kids out of High School in a class that I could complete the entire curriculum in 5 or less weeks! I would have signed up for many more classes if you had more Fast Track.
 I was very happy with my experience with my Teacher and his method of communication. Perhaps offering more classes, along these lines without so much emphasis in the "Grade element". It has definitely been a great source of information for me.
 This is my first term with SCC and my first class at Airpark Campus. I particularly like the Airpark's proximity to my home (a bit of a drive to the main campus.) I love shorter, intense-study classes.
 Childcare - too long of a class. It should be divided into 2 or 3 days a week for 70 minutes or so.
 I work one 40 hours per week job and one 13-18 hours per week job. Evenings, Early morning and weekend classes would help a lot.
 Since this campus is in the Airpark, you should make the courses geared toward the businesses around the college. You could have video classes too.
 Allow drinks with lids and/or cans. Take a \$10 fee. If item not spilled, return \$10.
 This is my first time attending a class here. I'll let you know later.
 Give me a job.

BEST COPY AVAILABLE

**Scottsdale Airpark Campus
Student Survey of Interest
Appendix C – Course/Program Interest**

Day

Courses:

Stretching
Tai chi..... 2
Interior Design..... 7
Sciences/Biology..... 2
Italian
Investing
Art
Drafting
Spanish 102
Spanish 201
Spanish 202
Arabic (language)
Portuguese
Brazil Business Environment
Fire Science
Pilot Instruction
Advanced CAD
Data Mgt
Hrm

Programs:

Motion Picture Production
Psychology
Interior Design
Child Development
Fire Science
Pilot Instruction
Aviation
Investing
Bus/Finance
Public Administration
Telecommunication
Hrm

Evening

Courses:

Tai chi..... 2
Aviation Courses 5
Instrument Ground School. 3
Instrument Rating Course.. 3
Any art /sculpture class..... 2
Spirituality
Photography
Kayaking
Mythology
Classical Backgrounds
Photography
Nursing
International Business
Japanese
Tennis
Golf
Rollerblading
Mac Computers
Chemistry
Physics
Biology
Astronomy
Spanish 1,2,3
Calligraphy
Engineering
Advertising
Interior design
Business Partnering
Martial Arts
More Fencing classes
Para-normal /ESP
Massage Classes in evenings
Health/nutrition
English 101
Investing Class
Journalism
Communications
Personal Exploration through
Writing

Programs:

Advanced Screen Writing
Education
AASD
GED training
Engineering
Graphic art
Psychology
Web Development
Instrument Training
Legal Assistant
Crime Lab
Microsoft Designation
Pilot Instruction

APPENDIX D

Statistical Analysis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	98	107
2 =	18	37
3 =	41	71
4 =	8	21

Results

	r1	r2
1 =	7	8
2 =	2	4
3 =	5	6
4 =	1	3

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	18
Standard Deviation:	3.4641
Sum of Group #1:	15
Sum of Group #2:	21
Standard Error:	6.7896
Critical Upper Limit:	24.7896
Critical Lower Limit:	11.2104

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	60	75
2 =	26	31
3 =	20	26
4 =	4	3
5 =	10	19
6 =	11	13
7 =	0	1
8 =	37	52

Results

	r1	r2
1 =	15	16
2 =	10.5	12
3 =	9	10.5
4 =	4	3
5 =	5	8
6 =	6	7
7 =	1	2
8 =	13	14

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	68
Standard Deviation:	9.5219
Sum of Group #1:	63.5000
Sum of Group #2:	72.5000
Standard Error:	18.6629
Critical Upper Limit:	86.6629
Critical Lower Limit:	49.3371

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

day eve

1 = 21 51

2 = 93 122

Results

r1 r2

1 = 1 2

2 = 3 4

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

Population Mean:

5

Standard Deviation:

1.2910

Sum of Group #1:

4

Sum of Group #2:

6

Standard Error:

2.5303

Critical Upper Limit:

7.5303

Critical Lower Limit:

2.4697

Conclusion: Do not Reject Hypothesis

Question 5

CBS-NonParametric Methods

03-24-1999 - 15:42:21

Information Entered

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

day eve

1 = 37 59

2 = 55 103

Results

r1 r2

1 = 1 3

2 = 2 4

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

Population Mean:

5

Standard Deviation:

1.2910

Sum of Group #1:

3

Sum of Group #2:

7

Standard Error:

2.5303

Critical Upper Limit:

7.5303

Critical Lower Limit:

2.4697

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

day eve

1 = 37 63

2 = 84 107

Results

r1 r2

1 = 1 2

2 = 3 4

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

Population Mean:

5

Standard Deviation:

1.2910

Sum of Group #1:

4

Sum of Group #2:

6

Standard Error:

2.5303

Critical Upper Limit:

7.5303

Critical Lower Limit:

2.4697

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	23	38
2 =	29	45
3 =	27	32
4 =	29	33
5 =	10	13
6 =	16	23
7 =	16	19
8 =	12	17
9 =	18	18

Results

	r1	r2
1 =	10.5	17
2 =	13.5	18
3 =	12	15
4 =	13.5	16
5 =	1	3
6 =	4.5	10.5
7 =	4.5	9
8 =	2	6
9 =	7.5	7.5

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	85.5000
Standard Deviation:	11.3248
Sum of Group #1:	69
Sum of Group #2:	102
Standard Error:	22.1965
Critical Upper Limit:	107.6965
Critical Lower Limit:	63.3035

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	72	80
2 =	6	7
3 =	1	3
4 =	17	34
5 =	8	6

Results

	r1	r2
1 =	9	10
2 =	3.5	5
3 =	1	2
4 =	7	8
5 =	6	3.5

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	27.5000
Standard Deviation:	4.7871
Sum of Group #1:	26.5000
Sum of Group #2:	28.5000
Standard Error:	9.3828
Critical Upper Limit:	36.8828
Critical Lower Limit:	18.1172

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	27	44
2 =	3	9
3 =	5	17
4 =	14	25
5 =	38	67
6 =	43	50
7 =	15	18
8 =	16	21
9 =	23	28

Results

	r1	r2
1 =	12	16
2 =	1	3
3 =	2	7
4 =	4	11
5 =	14	18
6 =	15	17
7 =	5	8
8 =	6	9
9 =	10	13

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	85.5000
Standard Deviation:	11.3248
Sum of Group #1:	69
Sum of Group #2:	102
Standard Error:	22.1965
Critical Upper Limit:	107.6965
Critical Lower Limit:	63.3035

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:

Wilcoxon Rank-Sum Test

Alpha Error:

.05

	day	eve		day	eve
1 =	7	16	14 =	37	126
2 =	6	16	15 =	31	80
3 =	13	16			
4 =	22	12			
5 =	28	13			
6 =	71	20			
7 =	71	24			
8 =	46	23			
9 =	40	19			
10 =	33	19			
11 =	31	25			
12 =	22	60			
13 =	19	95			

Results

	r1	r2
1 =	2	7
2 =	1	7
3 =	4.5	7
4 =	13.5	3
5 =	18	4.5
6 =	26.5	12
7 =	26.5	16
8 =	24	15
9 =	23	10
10 =	21	10
11 =	19.5	17
12 =	13.5	25
13 =	10	29
14 =	22	30
15 =	19.5	28

Question 11 (cont'd)

Test Method:	Wilcoxon Rank-Sum Test
Alpha Error:	.05
Population Mean:	232.5000
Standard Deviation:	24.1091
Sum of Group #1:	244.5000
Sum of Group #2:	220.5000
Standard Error:	47.2539
Critical Upper Limit:	279.7539
Critical Lower Limit:	185.2461

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	48	59
2 =	66	90
3 =	65	92
4 =	39	60
5 =	25	59

Results

	r1	r2
1 =	3	4.5
2 =	8	9
3 =	7	10
4 =	2	6
5 =	1	4.5

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	27.5000
Standard Deviation:	4.7871
Sum of Group #1:	21
Sum of Group #2:	34
Standard Error:	9.3828
Critical Upper Limit:	36.8828
Critical Lower Limit:	18.1172

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	27	119
2 =	107	78
3 =	20	21

Results

	r1	r2
1 =	3	6
2 =	5	4
3 =	1	2

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	10.5000
Standard Deviation:	2.2913
Sum of Group #1:	9
Sum of Group #2:	12
Standard Error:	4.4909
Critical Upper Limit:	14.9909
Critical Lower Limit:	6.0091

Conclusion: Do not Reject Hypothesis

Question 14

CBS-NonParametric Methods

03-24-1999 - 16:25:33

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	46	26
2 =	45	22
3 =	44	22
4 =	30	20
5 =	19	14
6 =	24	14
7 =	14	17
8 =	15	31
9 =	16	38
10 =	20	66

Results

	r1	r2
1 =	19	13
2 =	18	10.5
3 =	17	10.5
4 =	14	8.5
5 =	7	2
6 =	12	2
7 =	2	6
8 =	4	15
9 =	5	16
10 =	8.5	20

Question 14 (cont'd)

Test Method:	Wilcoxon Rank-Sum Test
Alpha Error:	.05

Population Mean:	105
Standard Deviation:	13.2288
Sum of Group #1:	106.5000
Sum of Group #2:	103.5000
Standard Error:	25.9284
Critical Upper Limit:	130.9284
Critical Lower Limit:	79.0716

Conclusion: Do not Reject Hypothesis

Question 15

CBS-NonParametric Methods

03-24-1999 - 16:31:51

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	14	29
2 =	15	31
3 =	40	50
4 =	19	33
5 =	23	37
6 =	13	21
7 =	11	21
8 =	9	22
9 =	10	27

Results

	r1	r2
1 =	5	13
2 =	6	14
3 =	17	18
4 =	7	15
5 =	11	16
6 =	4	8.5
7 =	3	8.5
8 =	1	10
9 =	2	12

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	85.5000
Standard Deviation:	11.3248
Sum of Group #1:	56
Sum of Group #2:	115
Standard Error:	22.1965
Critical Upper Limit:	107.6965
Critical Lower Limit:	63.3035

Conclusion: Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	42	51
2 =	54	47
3 =	37	44
4 =	22	42
5 =	23	30
6 =	62	59
7 =	36	39
8 =	31	40
9 =	35	31
10 =	15	19
11 =	16	23

Results

	r1	r2
1 =	15.5	19
2 =	20	18
3 =	12	17
4 =	4	15.5
5 =	5.5	7
6 =	22	21
7 =	11	13
8 =	8.5	14
9 =	10	8.5
10 =	1	3
11 =	2	5.5

CIS (cont'd)

Test Method:	Wilcoxon Rank-Sum Test
Alpha Error:	.05
Population Mean:	126.5000
Standard Deviation:	15.2288
Sum of Group #1:	111.5000
Sum of Group #2:	141.5000
Standard Error:	29.8485
Critical Upper Limit:	156.3485
Critical Lower Limit:	96.6515
Conclusion: Do not Reject Hypothesis	

Language & Communications
Courses

CBS-NonParametric Methods

03-24-1999 - 16:41:3

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	23	17
2 =	28	34
3 =	6	11
4 =	30	45
5 =	27	35
6 =	13	18
7 =	42	58
8 =	10	14
9 =	4	11
10 =	13	10
11 =	4	4
12 =	6	13
13 =	4	7

Results

	r1	r2
1 =	18	16
2 =	20	22
3 =	5.5	10.5
4 =	21	25
5 =	19	23
6 =	13	17
7 =	24	26
8 =	8.5	15
9 =	2.5	10.5
10 =	13	8.5
11 =	2.5	2.5
12 =	5.5	13
13 =	2.5	7

Language & Communications Courses (cont'd)

Test Method:	Wilcoxon Rank-Sum Test
Alpha Error:	.05
Population Mean:	175.5000
Standard Deviation:	19.5000
Sum of Group #1:	155
Sum of Group #2:	196
Standard Error:	38.2200
Critical Upper Limit:	213.7200
Critical Lower Limit:	137.2800
Conclusion: Do not Reject Hypothesis	

Personal Enrichment Courses

CBS-NonParametric Methods

03-24-1999 - 16:50:4

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

day eve

1 =	21	23
2 =	13	24
3 =	14	22
4 =	29	37
5 =	20	36
6 =	15	17

Results

r1 r2

1 =	6	8
2 =	1	9
3 =	2	7
4 =	10	12
5 =	5	11
6 =	3	4

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:

39

Standard Deviation:

6.2450

Sum of Group #1:

27

Sum of Group #2:

51

Standard Error:

12.2402

Critical Upper Limit:

51.2402

Critical Lower Limit:

26.7598

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	18	19
2 =	18	24
3 =	28	21
4 =	20	17

Results

	r1	r2
1 =	2.5	4
2 =	2.5	7
3 =	8	6
4 =	5	1

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	18
Standard Deviation:	3.4641
Sum of Group #1:	18
Sum of Group #2:	18
Standard Error:	6.7896
Critical Upper Limit:	24.7896
Critical Lower Limit:	11.2104

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	18	24
2 =	13	20
3 =	22	13
4 =	41	42
5 =	30	32
6 =	19	21
7 =	31	28
8 =	21	20

Results

	r1	r2
1 =	3	10
2 =	1.5	5.5
3 =	9	1.5
4 =	15	16
5 =	12	14
6 =	4	7.5
7 =	13	11
8 =	7.5	5.5

Test Method:
Alpha Error:Wilcoxon Rank-Sum Test
.05

Population Mean:	68
Standard Deviation:	9.5219
Sum of Group #1:	65
Sum of Group #2:	71
Standard Error:	18.6629
Critical Upper Limit:	86.6629
Critical Lower Limit:	49.3371

Conclusion: Do not Reject Hypothesis

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	25	27
2 =	20	31
3 =	17	22
4 =	26	34
5 =	23	28
6 =	20	26

Results

	r1	r2
1 =	6	9
2 =	2.5	11
3 =	1	4
4 =	7.5	12
5 =	5	10
6 =	2.5	7.5

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	39
Standard Deviation:	6.2450
Sum of Group #1:	24.5000
Sum of Group #2:	53.5000
Standard Error:	12.2402
Critical Upper Limit:	51.2402
Critical Lower Limit:	26.7598

Conclusion: Reject Hypothesis

Business Courses

CBS-NonParametric Methods

03-24-1999 - 16:46:11

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	18	29
2 =	22	27
3 =	4	18
4 =	17	28
5 =	27	39
6 =	12	20
7 =	24	35
8 =	13	9
9 =	16	15
10 =	22	27
11 =	12	18
12 =	14	38

Results

	r1	r2
1 =	11	21
2 =	14.5	18
3 =	1	11
4 =	9	20
5 =	18	24
6 =	3.5	13
7 =	16	22
8 =	5	2
9 =	8	7
10 =	14.5	18
11 =	3.5	11
12 =	6	23

Business Courses (cont'd)

Test Method:	Wilcoxon Rank-Sum Test
Alpha Error:	.05
Population Mean:	150
Standard Deviation:	17.3205
Sum of Group #1:	110
Sum of Group #2:	190
Standard Error:	33.9482
Critical Upper Limit:	183.9482
Critical Lower Limit:	116.0518
Conclusion: Reject Hypothesis	

Information Entered

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

	day	eve
1 =	20	23
2 =	27	28
3 =	7	10
4 =	9	15
5 =	18	22
6 =	25	43

Results

	r1	r2
1 =	6	8
2 =	10	11
3 =	1	3
4 =	2	4
5 =	5	7
6 =	9	12

Test Method:
Alpha Error:

Wilcoxon Rank-Sum Test
.05

Population Mean:	39
Standard Deviation:	6.2450
Sum of Group #1:	33
Sum of Group #2:	45
Standard Error:	12.2402
Critical Upper Limit:	51.2402
Critical Lower Limit:	26.7598

Conclusion: Do not Reject Hypothesis

